

# ENTREPRENEURIAL EDUCATION FOR DIFFERENTLY ABLED PEOPLE IN INDIA

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**ABSTRACT:** *The opportunity for productive self-employment, education program seeks to raise incentive for wage jobs in government agencies. Many trained rural young people move continuously to city and towns in pursuit of employment, which are not adequate to fulfill the demands of all the aspirants due to slow economic growth and rise in population. Particularly the differently abled people is difficult to get the entrepreneurial education from the existing schemes and some vocational programmes. Hence this paper made an attempt to explore the existing opportunities pertained to the entrepreneurial education and the various schemes that associated to develop the entrepreneurial skill of the disabled people in India.*

**Keywords:** *Entrepreneurial education, Business skills, schemes, Rehabilitation practices, Entrepreneurial Development Programme.*

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## 1. INTRODUCTION:

The challenges faced by the youth, particularly those belonging to the drawbacks of the community, have crippled many countries. Those who have implemented education approaches to encourage self-sufficiency among young people and they have the experience and skills required for successful employment. Many programs are ongoing throughout this direction, such as increasing professional training centers, delivering skilled opportunities, and incorporating job experience as an important part of the curriculum. The slow economic growth makes it possible for all of us who have left school systems not to get a reasonable compensatory job. The economy needs skilled young men and women with impairment who can face the pressures and risks of starting up a company and promoting national growth and development. In a scenario in which skilled unemployment remains rising in several countries worldwide, new solutions are created to boost the importance of the education system. There have been substantial studies in several countries in the area of teaching and the development of company competences.

The UN convention notes that the individuals with disabilities include people with long-term physical, emotional, intellectual or dramatic impairments that may impede their complete and efficient involvement in society on an equal footing with others by engaging with various barriers. In general, the employers are opposed to recruit disabled people either because of simple prejudice or because they find the work to be insufficient. To the elderly, that is one downside. The key revenue-generating practices of most of the people with disabilities are also self-employment. These practices are collectively called "necessity entrepreneurship" in business literature by people without access to formal jobs. In the world of digital transformations, employer expectations change, where required skills are lacking, it becomes ever more difficult for disabled people to gain a foothold in employment. The "new entrepreneurs with disabilities," together with weaker

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social networks and lesser knowledge, in the United States, highlight "actual economic disadvantage" as a major obstacle to successful startups.

Now a days, enhancing knowledge and competence through entrepreneurship will generate new opportunities to develop technical knowledge and (business) skills through empowerment, encourage people with disabilities to carry out their own businesses and to play an equal part in the labor market. At first glance, this can look promising as self-employment can be a gateway to self-determined jobs. In that case, it would be more important than opportunities-driven (entrepreneurs of necessity). Although there is still minimal or even incomplete data on entrepreneurs with disabilities' decision-making based on prior encounters with other drawbacks, pursuing education is believed to help circumvent need entrepreneurship and encourage entrepreneurial opportunities for individuals with disabilities. Entrepreneurial preparation for the younger generation in creating small enterprises, developing themselves and improving the global economy is of the utmost importance. Offer the pupils at school entrepreneurship training in order to help them grow their entrepreneurial talents.

## **2. REVIEW OF LITERATURE:**

Rupal R Patel, 2000[1] has clearly explained about the Indian system of entrepreneurial education. It gives the clear knowledge of higher studies, schemes of entrepreneurial practices, area of entrepreneurial education, entrepreneurial motivation and so on.

Shahid and Irshad, 2016[2] conducted a descriptive study on evaluating the role and contributions made by Pradhan Manthiri Mudra Yojana. The study evaluated the contributions made by this scheme through secondary data analysis. From the analysis it was concluded that this scheme contributed to the welfare and progress of both urban and rural populations of our country. In specific the study found that significant contributions were made by self-employed units and small scale manufacturing units in both urban and rural areas.

Dr S Rajamohan and E. Saranya Devi (2019)<sup>3</sup> have quantified nearby the (NHFDC) National Handicapped Finance and Development Corporation. The Ministry of Social Justice and Empowerment has established NHFDC as one of the key concern, through delivering grants, managing aid, training and development initiatives, etc., the organization is helping to the disabled people. The authors presented schemes and laws, reviewed by the government that authorized the individuals of disabilities in India.

A.Sathish and S. Rajamohan (2019)<sup>4</sup> have evaluated the contributions made by medium and small scale industries in India. All these industries operate in low cost and they have very high potential for success. The study clearly stated the role of industrial agencies in economic development and progress of India. The study categorically stated that they play a vital role in removing disparities among various classes of society. The study concluded that there is a need for creating various training centers and provide training and developmental assistance to these entrepreneurs. The study has also evaluated the contributions made by various entrepreneurial development agencies established by the government in improving the standards of living of people through employment and economic development.

E.Saranya Devi, Dr.S. Rajamohan and S. Parthiban (2020)<sup>5</sup> have stated that people with disabilities take part in agriculture activities in various developed countries such as the USA and Great Britain. The famous Agrability industries have especially introduced support technologies to people with impairments who wish to succeed on agriculture and will

facilitate their activities in conjunction with their equipment. The authors have said that a number of Assistive Technology tools are supported and effective by people with disabilities for this agriculture sectors.

Dr. S. Rajamohan, E. Saranya Devi and A Sathish (2020)<sup>6</sup> have reported that companies with different capabilities face various kinds of market obstacles and their normal lives. They were happy to meet the mark. Various competent individuals can run their business efficiently. Such people face many obstacles and barriers both physical and psychological, including lack of money, lack of self-confidence, lack of skills, etc. In the districts of Sivaganga, the authors addressed the threats to businessmen. Using the factor analysis method, the variables are grouped into five category, including financial barriers, awareness hurdles, emotional hurdles skills, -based hurdles, and human obstacles.

### **3. OBJECTIVE OF THE STUDY:**

1. To study the entrepreneurial educational practices in India.
2. To explore the various programmes offered to develop the skill of differently abled people in India.

### **4. METHODOLOGY**

It is descriptive in nature. The data are collected from the existing journal, selected e-journal, and official websites and so on. Hence it is secondary data source in nature.

### **5. EDUCATION OF ENTREPRENEURS AREA:**

In India, the National Education Policy of 1986 emphasized the need for training to enhance personal employability as well as provide alternate paths for those who are searching for higher education without benefit or income. Economy has been liberalized in India and there is trade with other nations. Our aim should be to suddenly break into economic activity and to gain greater economic growth if we are to compete with others worldwide. The aim in higher education needs to be accomplished since only high-quality study is feasible by higher education or conventional science, engineering, and vocational management.

The great social thinkers like Mahakavi bhathiyar, Thiruvalluvar, Mahatma Gandhiji and a plenty poets were specially says about entrepreneurship and its education. It is right that at the same time as education reforms are successful in making necessary improvements in culture and society affect the education system. Without a role for entrepreneurs, no growth prospects could be achieved. Entrepreneurs are the driving force behind the nation's growth. Entrepreneurship education areas are as follows:

1. Engineering
2. Health care
3. Mainstream Enterprise Learning
4. Rural employment
5. Management
6. Vocational and so on

There should be specific reasons for education and entrepreneurial management at the college and university levels. Every university and college has an advisory board for counseling, directing and assisting students in choosing business careers. UGC has recently introduced technical subjects in different schools, and CSIR has taken many courses that are

useful for entrepreneurs and practitioners as well. In India MBA, MCA, BBA, BCA courses were launched to ensure that entrepreneurs are created. But the participation of differently abled people are very low. The development of entrepreneurs in real practice will take a long time, since the emphasis remains on theory.

## **6. DIFFERENTLY ABLED PEOPLE EDUCATION IN INDIA:**

The government ambition for a high education system that could help India's growth and development has been demonstrated by the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) scheme, which was introduced in 2009. In 2013-2014, RMSA has subsumed four other Central Sponsored Schemes for High School Education, namely ICT in Schools, Girls' Hostels, Vocationalization for Secondary and Senior High Schools and Integrated Education for Disabled at Secondary Stage (IEDSS). Convergence centered delivery of multiple secondary education services was conducted to include the incorporation of content relevant initiatives assisted colleges, and for other components of the Senior Secondary category.

Former Sarva Shiksha Abhiyan (SSA)-Right of children to free and Right to Education Act(RTE) and RMSA programs have become one of the main initiatives in the children with special needs(CWSN) Inclusive Education. From 2018-19, Samagra Shiksha stressed that all the graduates, including CWSN, should be better trained. Therefore, under Samagra Shiksha this interference is a core part. This Component offers support for a variety of student-oriented activities, such as identification and assessment of CWSN, provision of aids, appliances, corrective operations, braille books, large printed paper books and uniforms, therapeutical services and development of teaching-learning material (TLMs). Sarva Shiksha Abhiyan (SSA-RTE) has been implemented by the Department of School Education and Literacy, MHRD as the main universalization program for all children aged 6-14. SSA had a larger and wider understanding of the concept of integration, which implemented a multi-optional educational model for CWSN.

### **1) COMPREHENSIVE EDUCATION SCHEME FOR DISABLED CHILDREN**

The program seeks to provide individuals with special needs with quality care and to help them in any practicable respects. Throughout the program, interconnected services and transit facilities are open and clear of restrictions, as well as book supply, uniforms and paper mills, advanced educational programs and scholarships for disabled students.

## **7. ENTREPRENEURIAL EDUCATION FOR DIFFERENTLY ABLED PEOPLE**

A new business education in India is one that a single person or a company shares their ideas and ideas with. They frame the strategies and launch a new education program either through investment in hands or through bank loans. Here to start the new education system, that have to do a lot of work by doing advertisements, and only opinion can touch the whole of society to the full. University trade schools will create a production system with the most significant involvement for the pupil. The Indian government like NHFDC is currently supporting for differently abled people entrepreneurial educational support through more projects and schemes. Private organization also giving their hands to them for providing entrepreneurial education and free training course through online like webinars, youtube channels and so on.

### **1) SCHEMES OF NATIONAL SCHOLARSHIP FOR PERSON WITH DISABILITY**

The policy aims to ensure that no individual with special needs should be deprived because of financial crises. For professional, post-matric, engineering subjects over a period of one year, the scholarship is awarded and scholarship is given by class 9 for individuals with autism, cerebral paralysis, mental delays and multiple disabilities. Publicity is published on the MSJE website in the June month in all nationwide. Unless the applicants' impairment reaches 40 percent and the gross family income may not exceed Rs 15,000 every month, the applicants will be eligible.

2) THREE PERCENT RESERVATION IN GOVERNMENT OR GOVERNMENT AIDED INSTITUTION

The initiative helps in every government or government help center to protect children with special needs. Restricted students earn a quota of three percent in government and non-assisted educational institutions.

3) ALL INDIA COUNCIL FOR TECHNICAL EDUCATION - SAKSHAM SCHOLARSHIP SCHEME

Saksham is an MHRD scheme that is being implemented by AICTE to provide Encouraging and assisting adolescents' students with special needs to undertake technical training. It is an effort to offer every student, who might otherwise has the special needs to study and prepare for a successful future. Each year 1000 students with disabilities have the choice of learning more and getting ready with a saksham scholarship for their future.

The eligibility criteria of disability level is expected to be less than 40 percent. The family's annual income from all sources should be less than 8 lakhs. Students must be to the recognized AICTE institution in India during the first year of their technical diploma or degree course. Other references included in their official websites.

4) NHFDC:

National Handicapped Finance Development Corporation is a government sector launched by the Ministry of Social Justice and Empowerment. The main focus of this sector is to provide loan, grant aids, handholding devices and giving entrepreneurial practices to the differently abled people.

5) DISTRICT DIFFERENTLY ABLED REHABILITATION CENTERS:

The District Disability Rehabilitation Center (DDRC) is a Social Justice and Empowerment Ministry of Indian government that facilitate the extensive programs for disabled people in rural areas from India. The units are comprised of a group of rehabilitation practitioners delivering services such as recognition of people with disabilities, awareness-building, early detection and intervention, provision / fitting, follow-up and maintenance of assist equipment, providing the application for free training vocational programmes like Diploma in Teacher education, cell phone services and maintenance, computer training courses, multimedia training and loan recommended for unemployment differently abled people and medical services such as physiotherapy, speech therapy, etc. The employment courses will vary from different state and districts. In Tamilnadu these courses are offered by all DDRC.

## 8. INSTITUTIONS AND AGENCIES FOR CAREER TRAINING SKILLS BUILDING PWDS ESTABLISHED MSDE

In October 2015 the Skill Council for Persons with Disabilities (SCPwD) was launched to provide practical, relevant, industry-level training to people with disabilities, a diverse, and growing agency with a national mission and a focus on disability skills. The corporation was supported by the Confederation of Indian Industry under the auspices of the Ministry of Skills Development and Entrepreneurship and the Ministry of Social Justice and Empowerment. It focuses on the skills development of people with disabilities as per business priorities, that can assist them decent employment and make a contribution to India's economy.

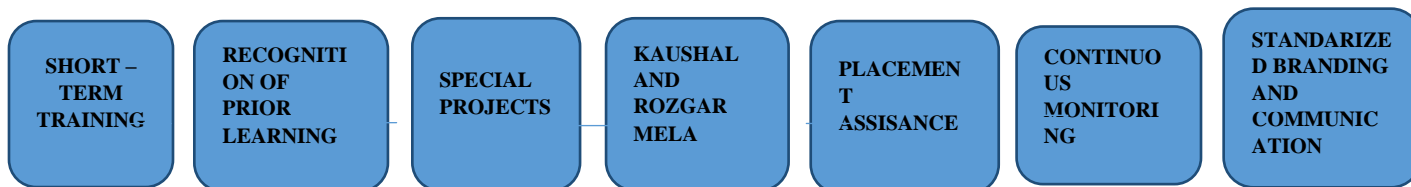
The SCPwD empowers PwD (People with Disabilities) to develop local, regional strategies for shaping the future of PwD in India. All steps are being taken. Towards this start, the Council has carried out several projects since its foundation. Recent projects include collaboration on benchmarking standards between India and Scotland in the area of handicap with the Glasgow Kelvin College of Scotland, UK-India Education and Research Institute (UKIERI). By addressing the skill gaps and providing the right resources and working environment for efficient execution of their jobs, they aim for a productive PwD effort. The SCPwD is now ready for growth in the future, based on a national vision and an approach that gives the company, industry and individual achievements a priority for PwD.

## 9. PRADHAN MANTRI KAUSHAL VIKAS YOJANA (PMKVY)

Is a really the flagship scheme including its Skills Development and Entrepreneurship Ministry (MSDE). The aim of this competence certification program is to empower a huge proportion of Indian young generation undertake industry-relevant knowledge and skill training to help us to ensure a good living. Persons with formal educational experience or expertise may also tested and accredited under Prior Learning Recognition (PLR).

Because of its profitable first year of execution, the Union Cabinet approved the system for the next four years (2016-2020) to provide skills to the country's 10 million youth. They are giving the priority for the differently abled people.

### KEY COMPONENTS OF THIS SCHEMES



#### SHORT-TERM TRAINING:

The PMKVY Training Centers (TCs), which offer a Short-Term Training, are expected to help Indian candidates, either school-leaving or unemployed. In addition to providing training under the National Qualification Framework for Skills (NSQF), TCs will also be providing training in communication skills, entrepreneurship, digital and financial literacy. Training time ranges from 150 hours to 300 hours per job position.

#### RECOGNITION OF PRIOR LEARNING-RPL

Persons with prior knowledge or skills should be evaluated and certification under the Scheme component of Prior Learning Recognition (RPL). The aim of the RPL is to align the NSQF with the skills of the nation's unregulated workers. Project Implementing Agencies (PIAs) like SSCs or any other MSDE / NSDC designated agencies shall be encouraged to implement RPL projects for any three project type types (RPL Camps, Employer's Premises and RPL Centres).

#### SPECIAL PROJECTS

The Special Projects Element of PMKVY provides for the establishment of a forum to promote training of state agencies, companies, or industrial establishments in specific job functions not specified under the Qualification Packages (QPs) or National Occupational Standards (NOSs) which are currently applicable. Different projects are projects which allow every stakeholder to deviate from the terms and conditions of the PMKVY short-term workout.

The stakeholder suggested could be either central governmental and state government institutions or autonomous entity or regulatory authority or some comparable organization, or businesses seeking to provide candidates instruction.

#### KAUSHAL AND ROZGAR MELA

Public and social involvement is key to PMKVY 's growth. Effective public participation offers openness and responsibility and leads in the development of the society's collective awareness. In conjunction with this, PMKVY attaches special importance to the involvement through established mobilization processes of target beneficiaries. Trainings members are expected to engage regularly in regional job sector melas and on-ground training every six months of press and media reporting. It is a good opportunity to participation of differently abled people and promote their product in this mela.

#### PLACEMENT GUIDELINES

PMKVY envisages to connect the aptitude, ambition, and expertise of the professional workers it creates with job opportunities and demands in the sector. Any attempt therefore deserves to be done by the skill development training sites aim of providing placement incentives to applicants, qualified and accredited under the scheme. Training Partners will therefore also provide funding to entrepreneurship growth.

#### STANDARDIZED BRANDING AND COMMUNICATION

The National Competence Development Corporation and the Empaneled Inspection Agency would use specific methodologies in ensuring high levels of efficiency are retained by PMKVY Training Centers, such as self-audits, call validations, visits of surprise through by the Skills Development Management System (SDMS). The dedication of the new technology should strengthen such methodologies.

Branding is an essential factor of the effective contact of the System. In compliance with the following rules, all Training Centers will brand name their centers and promotional activities. In fact, the Training Centers support events in their centers on various social networking sites. The Scheme 's instructions for naming and correspondence are given separately in PMKVY official websites.

## 10. ANTARNAAD PROJECT:

The Antarnaad Project is founded by Shailesh Sheth, Differently Abled, Social Entrepreneur who promotes and delivers an enterprising training curriculum to develop abilities and create a better future for young entrepreneurs, with help from his team of physically handicapped people and other young people who are willing to learn different talents. The organization is a private sector and major charity that helps individuals with disabilities. Developers support people with physical and mental difficulties in Ahmedabad and across Gujarat to understand their ability each year and enjoy their lives. The organizers think that individuals with disabilities should have the right to pursue their life however they want – to work freely, to make an economic impact and actively engage in society. They want to insure that disabled persons will do everything they want to do. They strive for a world that is equally valued by every citizen. These are working along with the disadvantaged for positive reform and to fight racism and social inequality. The mission and vision of this project would address the challenges that businessmen and potential entrepreneurs with disabilities present to society. The objectives of the schemes are as follows

1. To consider and serve the interests of businessmen with disabilities.
2. To encourage and foster entrepreneurship by people with disabilities.

## 11. CONCLUSION:

Education must be seen as a key factor in developing entrepreneurship skills of the people in a different way. Moreover, differently abled people need to undertake technical and professional skill in the competitive world. Currently, Indian government is concerning to amend the policies and procedures in order to strengthen the socio-economic profile of the differently abled people. In addition to that, the Government of India is framing new industrial policy to emphasize the special training programmes which allow the disabilities to begin their own business. In order to that, our educational programme has been evolved from ancient gurukula system to modern virtual learning whereas the entrepreneurial education to be included as the core element in all the higher education curriculum. This way will empower the disabled people's life.

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